Winter 2012

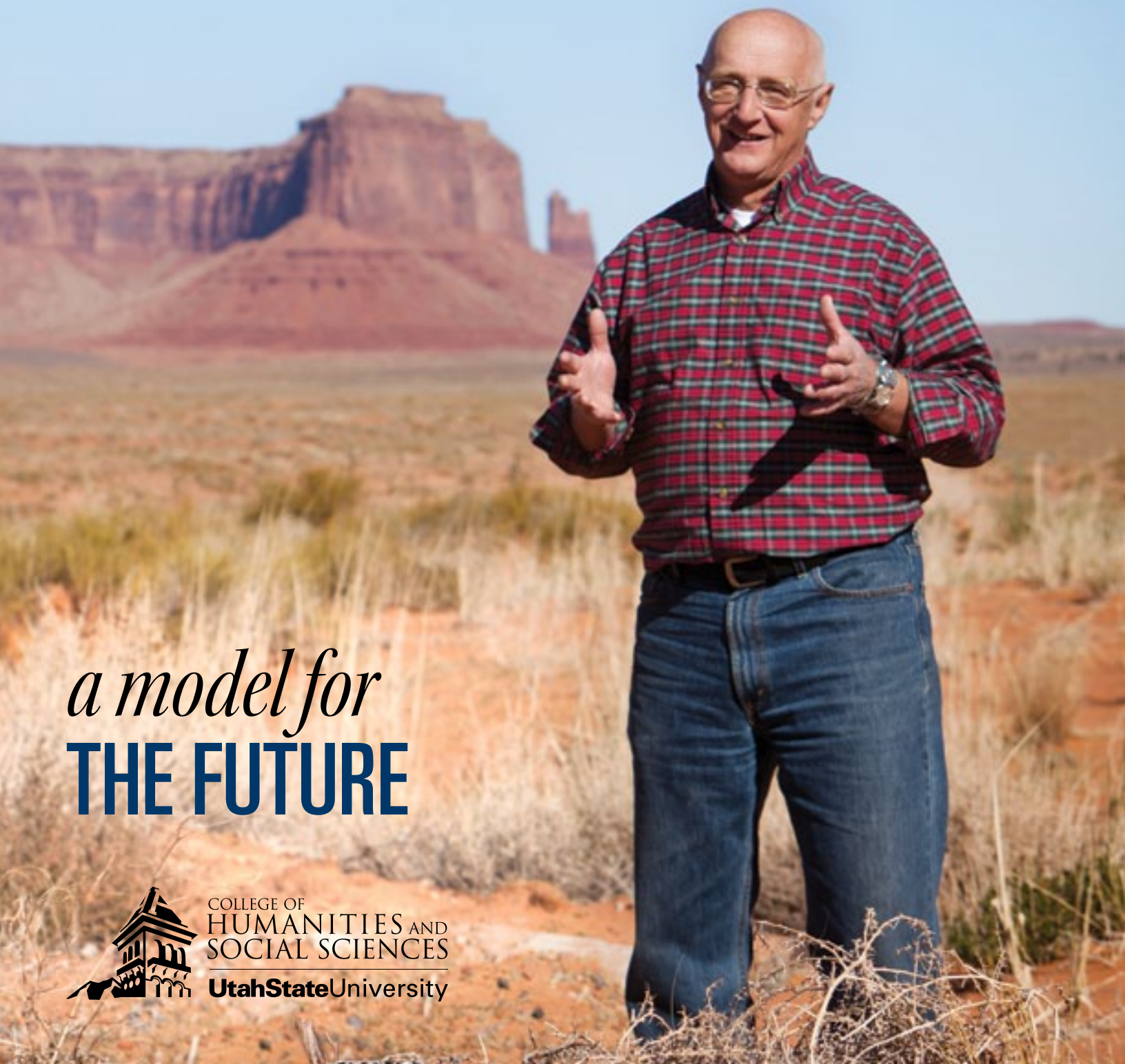
LIBERALIS, Winter 2012

Utah State University

WINTER 2012

LIBERALIS

freedom to think, discover, and create



a model for THE FUTURE

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
UtahStateUniversity

Dean John C. Allen

a message from the dean JOHN C. ALLEN

GREETINGS FROM BEAUTIFUL CACHE VALLEY!

The New Year is when we traditionally reflect on where we have been and where we are going. I am pleased to share with you some of the recent developments in the College of Humanities and Social Sciences.

In 2010, the College of Eastern Utah campuses merged with Utah State University to form USU Eastern. I am very excited about the assets this new partnership brings to our students and our faculty. In this issue you will read about how it enables us to create new models of engagement as well as to continue to reach out across the state supporting our Land Grant Mission.

The application of knowledge to real problems is a cornerstone of our teaching pedagogy.

A model for the future is the theme for this edition of *Liberalis*. In this issue we highlight the Native American Studies Certificate, a new interdisciplinary program launched in conjunction with our partners in the south. As you will read, this program has the ability to link faculty and students across the state and provide employment opportunities for those who live in the Four Corners area. I feel strongly about this program; it provides increased educational opportunities for everyone, including those who may be geographically isolated.

In addition to modeling collaborative teaching and learning across the state, you will find stories of alumni playing important roles in both the private and public sector. You will also read about Matthew LaPlante, a new assistant professor in our journalism and communication department, who is helping us raise the bar for the next generation of reporters whose future in journalism depends upon a strong entrepreneurial skillset.

The application of knowledge to real problems is a cornerstone of our teaching pedagogy. This is best exemplified in the article "The Memory Collectors" featuring Professor Jeannie Thomas, head of the English department. It chronicles her work helping students document the memories of individuals of the September 11, 2001 terrorist attacks. Their stories are now housed in the Library of Congress and proving useful to researchers across the country.

One of our goals in CHaSS is to provide opportunities for students to apply the knowledge they gain in the classroom in a real-world setting such as internships. This past year, through the support of the Stewart Family Endowment, we placed an intern—Anna Harris, '12—in Washington D.C. to serve as the face of the college. Part of her job will be to help establish other internships for USU students.

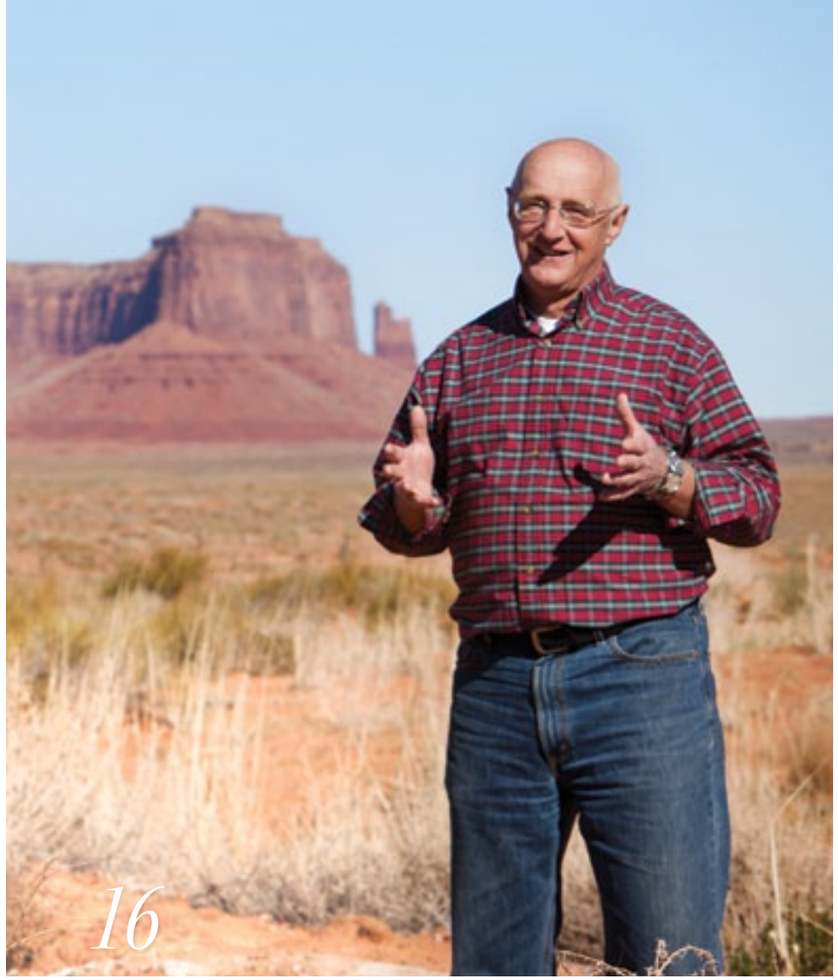
The truth is our students are outstanding organizers. This fall, they created a student giving campaign to benefit other students in the college. This spring they awarded one $500 scholarship to a student to help pay for books and other college expenditures. I couldn't be more proud of the way they worked collectively to help other students meet the cost of a college education.

As you can see, the College of Humanities and Social Sciences continues to improve experiences for students, to hire the best scholar-teachers in the country, and foster an environment that stresses excellence with values. I sincerely believe that we are working with the leaders of tomorrow whose skills, approaches, and values will play a key role in solving many of the issues we struggle with today.

I hope you agree. If you have the capacity and the desire to support our efforts, we are honored to accept financial, mentoring, or similar support from our great alumni. If you are on campus, please stop by and share your stories of your time here or what you are doing now. Your stories enhance our community of students and alumni.

Sincerely,

John C. Allen
Dean



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on the cover

ON THE COVER: History professor Robert McPherson outside Monument Valley, Utah. Photograph by Donna Barry.

features

LIBERALIS

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campus NOTES

ALUMNA IS NEW AIR FORCE COMMANDER

Growing up, Karilynne Wallace was fascinated by space. She enrolled at Utah State University in 1990 because of its world-class aerospace program, hoping for the chance to explore the skies overhead. Wallace never imagined she would one day direct them. After graduating with a degree in math and ROTC program, she served as a range control officer at Vandenberg Air Force Base where she was in charge of air, land and sea traffic before satellite launches. Wallace served as the first female commander at the Vandenberg satellite tracking station and was later hand-selected to serve in the Pentagon, integrating space and intelligence, surveillance and reconnaissance budget submissions for the Air Force. Lt. Colonel Wallace now directs USU's Aerospace Studies program and commands its Air Force Reserve Officer Training Corps.

USU HOSTS FIRST MENTAL HEALTH COURT CONFERENCE

More than half of the inmates in state prisons are estimated to suffer from severe mental health disorders, making prisons the largest provider of mental health services in the nation. Yet many do not receive the treatment they need to take responsibility for their illness and their actions, social workers from USU argue. Mental health courts may be part of the solution. The USU social work program hosted the state's first Intermountain Mental Health Court Conference this summer. Hundreds of professionals in the fields of social work and criminal justice connected at the event to share best practices of therapeutic jurisprudence.

SOCIOLOGIST TAPPED TO LEAD FOOD AND AGRICULTURE REFORM

A new national initiative charged with transforming food and agricultural policy tapped Douglas Jackson-Smith, professor of sociology, to serve as one of nine members on its research committee. The members of AGree, a nonpartisan initiative funded by the nation's leading foundations, are responsible for helping facilitate dialogue about ways to improve the country's food and agricultural systems. The effort involves examining food production, food safety, environmental sustainability, economic viability and the well-being of farm communities. "It is going to be a complicated conversation," Jackson-Smith said. "Farm policy in the United States has been relatively unchanged since the 1930s. Stakeholders are heavily entrenched. However, the budget crisis today has produced a historic opportunity for change."

NEW FACES IN POLITICAL SCIENCE, SSWA

This summer professors Richard Krannich and Roberta Herzberg stepped down from their posts as department heads after 10 and 5 years of service. During his tenure leading the programs in sociology, social work and anthropology, Krannich expanded graduate school programming, grew the social work program, and secured external funding for facilities and research. As head of political science, Herzberg hired exceptional new faculty members, developed an online major and balanced the budget. Professor Michael Lyons will serve as interim head during the 2011-12 year. Sociologist Leon Anderson joined the faculty from Ohio University where he was head of the department. He took the reins of SSWA this fall.

BEAT COLLECTION EXPANDS WITH POTTS GIFT

In the basement of the Merrill-Cazier Library, nearly 80 linear feet of untouched correspondence, literary manuscripts, diaries and small press, and first edition books of poetry lie waiting for someone to explore their contents and write their history. The collection comprises nearly five decades of writing and communications of Charles Potts, a prolific poet from Idaho, with ties to some of the great American writers. Potts donated it to Utah State University the fall, aiming to open the archives to humanities researchers. The gift adds a regional perspective to the university's section of Beat poetry as well as a primary source material, said Brad Cole, associate dean for special collections and archives. "Hopefully, it will attract scholars to USU. Potts really worked hard to publish a lot of lesser-known poets."

OFFICE HOURS BLOG

In the fall, faculty members launched Office Hours—a blog highlighting the research and teaching happening in the college. So pull up a chair. Don't worry. There are no tests in this classroom. Just friendly conversations. So please join us at www.usuofficehours.blogspot.com.

TAKE NOTE

Damon Cann, assistant professor of political science, was photographed at the Whittier Community Center last issue. In November, he was elected to the City Council for North Logan.

OUTSIDE THE WIRE

By Kristen Munson

Framed on one wall of Matthew LaPlante's office are stories of dying veterans, sick because they had the audacity to breathe on their military bases as open-air pit fires spewed chemicals into the sky. Photographs of a tiny, smiling Ethiopian child, once marked for death, line another. These are just some of the stories that define his journalism career.

NOBODY SAID IT WAS GOING TO BE EASY

In August, LaPlante left the newsroom of *The Salt Lake Tribune* to join the faculty at Utah State where he is responsible for training the next generation of reporters. The assignment is sometimes unsettling. Many students in his classes will not find reporting jobs upon graduation. Newsrooms are dying—at least in the traditional sense—and LaPlante understands that for his students to make it in the field they need to be good. Better than good really.

"A lot of them are going to be their own bosses," he said. "We can't train them to just be journalists anymore. They have to learn to be their own lawyers, accountants and marketers. They need to be all that to survive." »

Matthew LaPlante was named Utah's Society of Professional Journalists' Newspaper Reporter of the Year in 2008 and 2010. He won the 2011 Top of the Rockies journalism contest for public service reporting.

Most of them will not be journalism majors mainly because they will not pass my class. It would be cruel to pass them on if they are not prepared to be reporters in the field.

He describes the state of the modern journalism as reminiscent of the Wild West—without boundaries or rules and where anyone with their own laptop can run a news organization. This environment is not the same one LaPlante fell in love with when his father worked as a sports reporter in California. Back then, it was not uncommon to find whiskey bottles in an editor's top drawer, reporters shouting across a sea of open desks, and the reward for a long day's effort was reading your byline in a newspaper with ink-stained fingertips.

"I almost feel like I am sending students into this Franklinian environment where anyone who can buy a printing press can get involved," LaPlante said. "I am not sure how it is going to turn out, but they can have a piece of that now."

That is, if they can hone their skills. Unfortunately, many students won't. Many will drop out of the journalism program entirely.

"Most of them will not be journalism majors mainly because most will not pass my class," LaPlante said. "It would be cruel to pass them on if they are not prepared to be reporters in the field. These will not be degrees to nowhere."

Ted Pease, head of the journalism and communication department, hired him because he has the experience and the chops needed to raise the bar for journalism majors.

"We knew we wanted a professional to anchor the *News Writing* class because we wanted someone who would apply professional standards," Pease said. "That is the most important class we have; it is the foundation of everything we do."

The first few weeks of class students cried to him about the new professor. Enrollment in LaPlante's classes plunged from 72 to 44.

"They were scared, saying, 'I'm not going to pass,'" Pease said. "It told them, 'Nobody said it was going to be easy. You're not supposed to know everything now. That's why you're here.'"

A DIFFERENT NEWSROOM OF SORTS

Out of high school LaPlante enlisted in the United States Navy where he worked as an intelligence analyst before attending college. Afterward, he ignored his father's advice and joined the staff of a newspaper in Oregon to cover sports, crime, and politics. In 2005, *The Salt Lake Tribune* offered him the national security beat—a position he took on the condition that he would be sent to the war zone.

Within a few months he was embedded with U.S. troops in Iraq. During his time overseas LaPlante accompanied wounded soldiers on medical evacuations, wrote about health problems of returning troops and joined them on missions.

"There, you roll outside the wire," he said. "That's what you do to get a soldier's trust."

Insurgents understood that anyone embedded with soldiers is a high-level target. Anytime LaPlante traveled with soldiers he was putting them in greater danger, he said. "I realized it very acutely that it is privilege to tell people's stories."

An Ernie Pyle action figurine sits on LaPlante's file cabinet at work. The World War II correspondent was one of the first reporters to practice immersion journalism during war-time. He captured hearts by writing dispatches of the setbacks and pains of everyday soldiers. He was shot and killed while reporting in Japan in 1945. Journalism has changed since Pyle filed stories from the field, LaPlante said.

"It seems to have been surpassed by a corporate culture that doesn't value passion or strong voices in writing," he said. "For me, it became more and more like a Dilbert cartoon. We had cubicles go up."

LaPlante will admit that the newsroom of yesteryear may not be the most productive model for papers today.

"There were a lot of things that were unhealthy about that style newsroom, but that's what I fell in love with," he said.

Now, LaPlante runs his own newsroom of sorts.

He enters class carrying an open Mac laptop and begins talking over the chatter. LaPlante is a few minutes early, but class has begun. No one arrives after him.

During class students receive feedback on stories they filed the night before. LaPlante advises them not to embellish their stories. Just observe and write. His expectations are clear: "These stories should be perfect."

He realizes he is being hard on his students—but then again, journalism isn't easy.

Marie Titze, '13, appreciates LaPlante's candid teaching style.

"The first class was so intimidating. I was kind of shell-shocked," she said. "He doesn't sugarcoat anything. A lot of people have dropped the class, but I know that the people who are still there appreciate him. Not one person has an A though."

Titze is grateful for LaPlante's high standards. They prompt her to work harder.

One afternoon he stepped outside to take a phone call and returned with news of the latest round of layoffs to hit local newsrooms. The reality of her chosen field finally sunk in.

"Journalism is a really competitive field," Titze said. "I knew that before, but I never understood it. I still want to do it though."

She believes LaPlante's class is preparing her for the future.

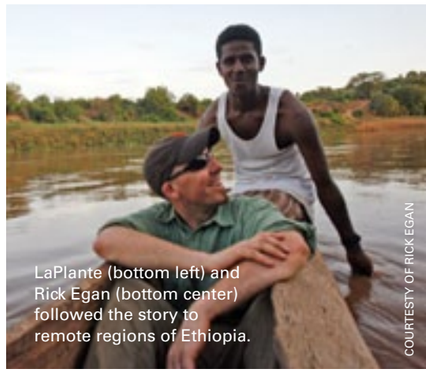
"Until this class, I never would have thought about news writing. I thought I was headed for broadcast," she said. "But I've learned that I am a decent news writer—at least according to Professor LaPlante's standards. And that means something."

MISSIONARY JOURNALISM

Over the summer, LaPlante traveled to Ethiopia alongside Rick Egan, a photojournalist he worked with at the *Tribune*, to investigate a rumor of three tribes murdering babies in the name of mingi—a curse considered to cause crops to fail and cattle to die. The babies were drowned, suffocated, or left for dead on the outskirts of town.

COURTESTY OF RICK EGAN

LaPlante makes contact with a mingi child adopted by a foster family.



LaPlante (bottom left) and Rick Egan (bottom center) followed the story to remote regions of Ethiopia.

COURTESTY OF RICK EGAN

COURTESTY OF RICK EGAN

LaPlante needed to find out the truth. He cashed out his savings, took a loan from his dad, and boarded a plane with just three names in a notebook and two phone numbers.

"We knew it was all a gamble," he said. "We knew it was going to be very difficult to bring this story in."

They had no idea if any news outlets would pick up the story, if they would be able to recoup the cost of the trip. Still they went.

"We felt it was important," LaPlante said. "It's missionary journalism. It's doing it because we want to commit acts of journalism."

They landed to find their contacts had evaporated and they were starting from scratch. Egan and LaPlante hired a driver, fell into a lucky conversation with a waiter over dinner, and followed the story to a corrupt orphanage and three villages in the Omo River Valley.

"This was the most remote place I have ever been to," LaPlante said. "There are no roads that go there, just not so well-traveled-trails."

There he inquired about mingi. People spoke openly about the practice. LaPlante met individuals who had offered their infants without argument, believing them to be infected. Others confessed to burying their children alive because they were thought to be possessed.

The tribes believe that a person possessed by mingi can bring a spirit to the village with the power to turn up the heat of the sun, destroy livestock, and decimate crops. To prevent the destruction of the tribe, a child born with mingi must be killed, LaPlante said. "It becomes a choice between saving the child, or the whole tribe."

After spending several days with the tribes it became clear the story was not just about infanticide—it was about fear, LaPlante said.

The lore of mingi has accumulated for generations in the villages and varies between tribes. A baby may be identified as mingi if the mother got pregnant before receiving specific tribal rites, if the child's top teeth come in before the bottom set, or if the baby is deformed. Mothers carry their babies to full term, knowing they will be killed upon birth. Many hope they will be adopted by nearby tribes who do not support the practice, LaPlante said.

Recent government crackdowns have resulted in the prosecution of mothers of mingi babies and have driven the practice underground. LaPlante left Ethiopia conflicted about what his reporting would achieve.

Encouraging people to donate to the nearby orphanage caring for rescued babies would benefit corrupt individuals, and highlighting the problem might increase arrests of mothers rather than actually stop the murders, he said. "I don't want to say it is hopeless, but I did not walk away feeling we had identified a solution. Sometimes journalism is like that. Your part is telling the story. As remote as these people are, it is the world's problem." ■

In November, the story appeared as the lead on CNN.com. This summer LaPlante will lead a two week trip to Ethiopia so USU students can open their reporter's notebooks and find a new story to tell.

ADVENTURE *of the* UNKNOWN

Google Maps will take you only so far. To reach the site of Bonnie Pitblado's latest archaeological dig you must drive north on I-91 beyond the turn off for Bear Lake. Continue past the rolling green mountains of southern Idaho to where you think you've gone too far. Then take a left. Review the hand-scribbled addendums to your directions. Look for no trespassing signs. This means you are close.

AN ABSOLUTE OASIS

The site is nestled on the property of rancher Lawrence Fox. He accidentally unearthed Paleo-Indian artifacts while building a cabin for his children. Not knowing who to tell about the find, a neighbor suggested he contact an anthropology professor at USU who knew about these kinds of things.

Pitblado, director of the Museum of Anthropology, studies how the earliest humans settled across the Rocky Mountains between 7,500 to more than 12,000 years ago. Most of her earlier field work concentrated on high altitude Paleo-Indian sites in Colorado's Gunnison Basin. However, since 2008, Pitblado has focused on potential sites in northern Utah and southeastern Idaho—a move that has cracked open the field of Paleo-Indian archeology in the Intermountain West.

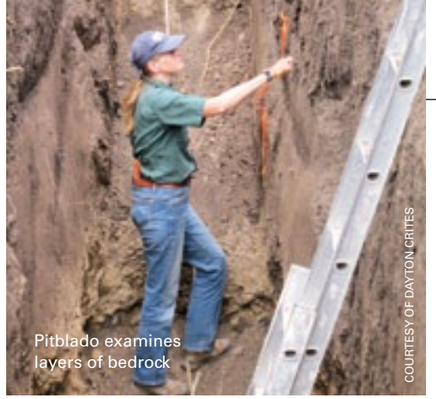
"There is not one excavated site in this whole region, which is ridiculous because it's an absolute oasis," Pitblado said. "I look at a map and see this place must have been a terrific place for Paleo-Indian folks to use. It's the mother of all ecotones."

Ecotones are transition areas between different landscapes such as mountains and plains, and often provide the diversity of resources needed for supporting life. The region Pitblado investigates has four, where the Great Basin, Central Rockies, Great Plains and Columbia Plateau all converge. »

In November, Pitblado was awarded the American Anthropology Association/ Oxford University Press Award for Excellence in Undergraduate Teaching.


COURTESY OF DAYTON CRITES

A city of tents at the 2011 archaeology field school.


COURTESY OF DAYTON CRITES

Pitblado examines layers of bedrock


COURTESY OF DAYTON CRITES

Cody Dalpra, MS '14

When the Paleo-Indians lived, bison roamed the plains and the area had ample supplies of fresh water throughout the year. Geothermal activity prevented some streams and other water sources from freezing in winter, quarries of obsidian and quartz provided resources for tool making, and ice caves enabled food storage in summer months. The region is and probably always has been ideal for human settlement, Pitblado said.

Previous theories posited that people avoided settling in the mountains because their environments can be unforgiving. She disagrees with this thinking.

"That didn't seem right to me," she said. "I love the mountains. It's not a matter of if they were used; it's a matter of how they were used prehistorically."

Pitblado is confident that more sites dot the landscape.

"Show me a spring, I'll show you a site," she said. "Here, there is such a cornucopia of resources."

So far, Pitblado has identified nearly 100 Paleo-Indian sites in Idaho and Utah by developing an extensive network of local sources. She launched an outreach program where she examined artifact collections at public events in exchange for historical information about the region. Pitblado assured community members that the history of their mountains would be respected and preserved, and people came forward with artifacts and locations of sites.

ADVENTURE OF THE UNKNOWN

Pavement gives way to dirt. After a mile of bumping along a winding dirt road, a navy USU flag appears posted to a gate. A city of tents pops up along the grass. Pitblado's 2011 archaeology field school is continuing where the 2009 cohort left off—excavating 10 centimeters a day, digging for antiquities that explain why we are where we are. The field school has spent four weeks searching for new sites, and two more excavating the Fox location.

"We are looking to see how it all fits into the context of this story," explained senior John Farrell.

This is his third dig with USU professors and certainly not his last if his plans to attend graduate school pan out next fall.

"I am fascinated by Paleo-Indians. There is so much that we do not know," he said. "There are so many theories out there of how they populated the continent. I'd like to find evidence, especially archaeological evidence, to prove one."

This is precisely why Pitblado got into the field. She wanted to fill gaps of knowledge about the earliest hunter-gatherers in North America. The sentiment is echoed throughout the camp.

"It's the adventure of the unknown," said Katie Conrad, who is on her first dig.

Conrad, '12, has spent the past three years completing coursework in Brigham City. For her, field school is a bonding experience with students from the Logan campus, as well as a learning one.

"This gives you a good idea of what life would be like doing this type of work every day," she said. "It is tears, sweat, blisters, cold, hot, wet, snow, and rain."

And she loves it. Conrad first became exposed to archaeology the way many people do: through the movies.

"I grew up loving history, Indiana Jones, and Laura Croft," she said. "I know it sounds romantic, but it got me going."

Experience will show that archeology is far from Hollywood glamour. Much of it involves the tedious troweling of dirt, pausing to take precision measurements, and hours of sifting soil to perhaps find a clue from the past that can explain what people thousands of years ago were doing here.

The very idea is a question that occupies Conrad's mind when kneeling on the ground, scooping away millennia five centimeters at a time.

"You can learn so much from dirt," she said. "For the past 21 years I wonder what's been under my feet. I could have been walking over cavemen, mammoths, Paleo-Indian artifacts … looking down has become such a habit now."

The rules of the dig are simple: Survey what you can. Save what you can. Document each step. Then put everything back the way you found it. Make it look like you were never here—partly, because that is good archeological practice, and partly to prevent theft. Private collectors often pay large sums for artifacts the public will never see.

"Theft is a big deal when it comes to artifacts," Conrad said. "It is stealing history that belongs to everyone."

Over lunch, the students muse about the contents buried inside their units, wondering aloud just who will make the big find—should there be one.

"Murphy's Law is alive and well out here," their professor smiles.

THE BIG PICTURE

Pitblado can be found behind yellow caution tape standing on a ladder 20 feet down a dirt trench. She is working at the convergence of the past where prehistoric Lake Thatcher existed. She points to a cluster of rocks marking where rivers were located during the Pleistocene Epoch. By reconstructing the landscape history of the site she aims to determine what people were doing here.

"This trench is for the big picture," Pitblado said.

One can read history in the soil. The long axis of rocks indicates which direction water once flowed. Time is buried in the bedrock. The various layers of dirt indicate when periods of stability occurred and suggest timeframes when the land could have been settled.

Pitblado's two loves—quartzite and Paleo-Indians—merge at this location. One of her current research projects is to establish an accurate method of sourcing quartzite. Archeologists can already use geochemical techniques to fingerprint and source obsidian, meaning an artifact's origins can be identified and reveal just how far people traveled with it. USU's new Spatial Data Collection Analysis and Visualization Lab and 3-year-old graduate program in anthropology are helping develop this methodology and opening new channels of research in the Intermountain West.

For example, during the field school Jon Gauthier, the site's resident bone expert, partnered with Cody Dalpra, MS '14, to explore ice crevices near Soda Springs. The two shimmied through caves and chiseled steps into walls of ice. At the bottom they found a large cache of bones suspended in ice under their feet. Were these ancient refrigerators they wondered? Can the materials preserved in the ice help model climatic conditions in the past?

"A lot of our work is mundane like mapping rocks, but occasionally, you get to do something really cool like that," Gauthier said.

Dalpra is curious to learn what purpose these ice caves may have served for Paleo-Indians.

"Indigenous people had to know about them," he said. "There is this lingering feeling that they had to do something with them."

He aims to find out what.

Dalpra studied high altitude sacred sites as an undergraduate at the University of Northern Colorado. He came to USU specifically to work with Pitblado. Like her, he is captivated with the mountains and how people may have used them in the past. He stops talking to look at the range in the distance.

"I have got a good view every morning," he said.

A LONG WAY TO GO

Crickets chirp in nearby fields. The gurgling Hoopes Creek flows all year long—after the tents are disassembled, the holes backfilled, and the snow arrives. But it never freezes. If only it could talk. It might reveal what it's carried; it could say whether the researchers are ever going to find what they are looking for.

For Pitblado, she wants to find evidence of past life worth the effort of pushing around thousands of cubic square feet of dirt. She has hundreds of student hours on her watch. While teaching future archeologists the techniques of conducting a dig, she is also helping them understand important questions to consider for the future.

"Whether we come back depends on what questions we want to answer," said Ben Fowler, MS '12, field director for the Fox site. He has worked alongside Pitblado since his freshman year, and her passion for Paleo-Indians proved infectious.

"Bonnie has been an amazing mentor," he said. "She's coached me all the way. She's guided me through the research process when I didn't even know she was doing it."

Over the years, Pitblado championed his studies, gently prodding him to delve deeper, an effort resulting in a thesis he never planned to write. As field director, he is responsible for data collection and is often observed standing alone on the hillsides charting the landscape, stripping it down to what it was like 8,000 years earlier.

"I miss pushing the trowel around, but I know the most important thing right now is data collection," he said.

Like many, Fowler is eager to understand answers to fundamental questions about Paleo-Indians that remain open-ended. Who stood here before me? What was their diet like? How were their social organizations structured?

"It's fun to put big puzzle pieces into the picture," he said. "We need to get beyond the simplistic view that they were just persistent hunters."

Fowler wants to be able to speak to why people were here.

At 7:45 a.m. he leads the great migration of students walking towards the open pits to continue digging. Two hours later a projectile point is located. The point is passed in a series of hand-cupped exchanges to where Pitblado had resumed scraping the walls of the trench. A crowd gathers. Pitblado holds it in her palm and squints.

"This is wonderful," she says, identifying it as 3,000 to 4,000 years old. "You've just locked us in. Good job gang, that's just what we needed. Unfortunately, this means we have a long way to go."

Because the projectile point was found only one meter deep, they need to dig one meter more to reach their goal depth of 6,000 years earlier, and beyond that to get to her time frame of interest. Pitblado hands the point back up for it to be filed. Three minutes later everyone is back at work. —*km*

aiming HIGH

By Kristen Munson

Michael McCullough, '84, is executive vice president for the Miami Heat. He has worked in the NBA for more than 25 years.

The Miami Heat became the most despised team in the NBA when LeBron James announced he was taking his talents from Cleveland to South Beach in July 2010. Having worked the free agency system to its advantage, the Heat committed three of the league's top players to playing in Florida.

The promise of another world championship seemed imminent. But the celebration was over. Nearly overnight, the team was cast as a group of arrogant mercenaries, and its fans called out as undeserving of the talent on their roster. The Heat became the team America loved to hate.

Michael McCullough, '84, had his work cut out for him. As the team's executive vice president and chief marketing officer, he is responsible for the Heat's public image and community outreach programs. He would have to tackle the biggest challenge of his professional career. So far.

Were you surprised by the reaction? How did the announcement affect your job as the brand architect of the team? Last year was probably the most difficult and challenging year that I have ever had in the NBA. We were ecstatic when those three guys signed on. My [staff] played a role in bringing them here. It was a career highlight for me. Once the media scrutiny began, it was like nothing I had ever seen after working 25 years in the NBA. I had never seen the media take such a personal slant that colored how they covered the team.

We had to look at everything we were doing with new filters. It was a difficult experience. I wouldn't trade it for anything. Actually, I would if we could have won those last three games, but it was a learning experience for all of us.

With the lockout in place and games cancelled for the second time in league history*, how do you keep fans engaged if there are no games to attend and no players to support? Does this mean you have more or less work to do? The busiest part of a sports executive's calendar is the off-season. The regular season is when all that you planned unfolds. We are still busy because [the owners and players] could deal and we could be playing in three weeks. But it's a slippery slope that we are on right now. People are fickle. The recreational dollars are drying up and people may take their money elsewhere and forget about basketball.

You came to USU on a basketball scholarship. Did you have aspirations of playing in the NBA? I think everybody would love to think that they're going to play professionally—I would be lying if I didn't. I was good, but playing in the NBA was not in my future. I realized that early on. It was not part of my planning process. Originally I went to school as a business major. Then I took a class with Mike Lyons [head of the political science department] where we acted as if we were members of Congress. I realized I really enjoyed all parts of the negotiating and deal making.

What was plan B? My long range goal was to become governor of California. However, by the time I got out of school the whole political atmosphere was starting to change; it was becoming really nasty and dirty and it just wasn't for me.

It is funny that you thought playing in the NBA was going to be too difficult so you switched gears to becoming governor of California. I aim high.

You graduated in 1984 with a degree in political science. Then what happened? I had the opportunity to play professionally in Europe and South America after graduation. I had a great time, but I knew I was done. I didn't have any real work experience to speak of and I needed a job that was going to teach me the ropes.

I started working at Weinstock's [a department store in California.] Think Macy's. My first department was the men's department, and then I moved to the Christmas department, where they put their up-and-coming people. Finally I moved to women's wear and furs. I absolutely loved that job. It was my favorite job I've ever had—including this one. Those two and half years were just a great learning experience. I still keep in touch with some of the people I worked with there.

In 1987 you started working with the NBA. How did you get your foot in the door? I was still playing semi-professional basketball in a summer league and I met a man at one the games. We got to talking and I must have impressed him. He told me he was head of the Sacramento Kings and that he would contact me if a position ever opened up. I thought I would never hear from him again. Six months later he called.

Are there similarities between politics and sports? There is in the decision-making and the things that happen behind the scenes. I've been in all facets of the business from corporate sales to managing the expectations of people to putting on the public face of the organization. There is a great deal of overlap between what I was studying and preparing for at Utah State and what I'm doing now.

What advice do you have for students in the liberal arts who look at you and want your job? I was so lucky. When I started working for the Sacramento Kings there were maybe 30 people in the entire organization. I got to be involved with a lot of different areas of the business early on.

Now I probably receive 20 resumes a week. The students are all graduating from great schools, with MBAs, or from special sports management programs. They are all smart—they're all smarter than I ever was. The problem is there are so few jobs, and because of the demand starting salaries are deflated. New graduates are going to have to start entry-level. But once you get in, work hard and impress people because there is nothing like sports. There is nothing that brings a community together. There's no better product to sell.

Looking back at your time at USU, what was the most valuable lesson you learned? I really loved my time at Utah State. I met my wife there so that was the most important connection that I made. But the guys I played with are still friends, and Rod Tueller, who was coach at the time, is still a great mentor. He taught me a lot.

Academically, it's kind of funny what you end up taking away. I remember sitting in some great classes and having spirited debates with people of different political persuasions. There was one class that focused on team-building exercises. It sounds like a 'jock' class, but we ended up doing a lot of things you see companies doing today with personnel. All that stuff that seemed like fun and games was about creating teams and building trust with people which is what I do professionally. It had a real world application.

You joke about 'jock' classes, but your professors say you were a true student-athlete. How did you balance your practice and study load? Did you make sacrifices—and if so—were they worth it? My education was really important to me. I was the first person in my family to go to college and I wanted to graduate in four years with at least a 3.0 GPA. We traveled a lot for basketball, but it was important that I was in class when I could be to reach my goals. And I did it. ■

** In December, the NBA and players association tentatively established a new collective bargaining agreement. The 2011 season opened Christmas Day.*

A MODEL FOR THE FUTURE

By Kristen Munson

Shadows are just beginning to pull back across the mountains lining Sardine Canyon. Morning ends in Spanish Fork. The drive is nearly 500 miles across desert moonscapes and mesas washed out by the sun. Clusters of golden cottonwoods populate creek beds along the highway. In Blanding, the shadows start their slow creep across the mountains again. A mandate to educate the state means reaching out to the farthest corners of Utah where electricity is scarce, and running water, a luxury. The drive presses on.

Bob McPherson outside his office on the San Juan Campus. The adobe bricks were handmade by students in the school parking lot.

TWO INSTITUTIONS UNITE

The Utah State University-College of Eastern Utah (USU Eastern) was created July 1, 2010 when the state legislature voted to develop a comprehensive regional college. The goal was to combine the strengths and resources of two institutions—Utah State and College of Eastern Utah—whose missions are to bring higher education to all classes of people. The merger provides the people of eastern Utah with greater access to four-year degrees. »

USU-Eastern San Juan Campus has a longstanding history of educating Native American students.

Under the union, USU Eastern will continue offering technical education and professional programs such as nursing while USU will offer upper division coursework. The merger increases collaboration opportunities between faculty and students from both universities. The challenge is combining two distinctly different institutions with disparate histories and cultures.

Utah State has been the state's only land-grant university since 1888. Through extension services and branch campuses, the university touches all 29 counties. The College of Eastern Utah began as a two-year community college in 1938, with a main campus in Price and a satellite campus in Blanding.

"One of the things I love about a land grant institution is the tenet that intelligence is in the masses," said Guy Denton, vice chancellor for the San Juan Campus in Blanding. "That's why I am here. I really respect those principles. There is no ivy on our towers."

At the San Juan Campus, nearly 65 percent of the student body is Native American. Many are first generation college students. Many need remedial work due to limited instruction and resources on the reservations.

"We have an opportunity to take individuals from a completely different paradigm and help them see there is a way to change their lives," Denton said. "I think the merger with USU has brought opportunity to this campus it hasn't seen in the past. But because we are small we can't get lost in the idea that we don't know anything—because we do."

A COMMUNITY SCHOOL

San Juan County is the only county in Utah with a minority-majority population. More than half of its residents are Native American.

In a 1973 report titled San Juan County Navajos – Social and Economic Statistics, 60 percent of Navajos were unemployed, 70 percent of families were living in poverty, 25 percent of homes had electricity, and less than 8 percent of students finished high school. No women attended college.

The school opened four years later in Blanding.

The original campus building shared space with a sewing factory. Classes, the library, and administrative offices were housed in mobile trailers. Much of what exists today was built on outside grants, said Virgil Caldwell, director of Distance Education and Program Development.

"The community wanted a college so they built one," he said. "It's kind of a pioneer attitude. Maybe it sounds like a cute or innocent view, but it sure worked."

Between 35 to 45 percent of classes are taught using a broadcast system. Their service area is 40,000 square-miles reaching into parts of Colorado and Arizona and on the Navajo Reservation—an area slightly bigger than West Virginia.

"For a lot of our students, driving 80 miles each way is an economic barrier to commuting," Caldwell said.

Distance learning enables students to attend school at nearby community centers where classes are broadcast live.

"Students can stay at home, stay connected to the land, and go to college," he said.

WALKING IN TWO WORLDS

The College of Humanities and Social Sciences added 18 new faculty members to its roster after the merger including Robert S. McPherson—an expert in Native American history and culture and the first full-time faculty member hired in Blanding.

McPherson is an Anglo from New England who moved to southeastern Utah 35 years ago. He is a story collector who works to preserve the history of the people of San Juan County. McPherson has authored 10 books, including the 2009 Utah Book Award winner. Local Native American populations often approach him about telling their stories. For instance, his most recent book *As If the Land Owned Us: An Ethnohistory of the White Mesa Utes* was written upon request.

"Somehow he has been able to walk in both worlds," said John C. Allen, dean of the college. "Not many people can do that."

McPherson sought to make Native American Studies a certificate program at USU Eastern four years ago. He partnered with Pam Miller, an associate professor of anthropology at the Price campus, to establish a program with tracts in Native American Studies, Museum Studies, and for cultural resource management that provide individuals with specialized knowledge about native populations they may interact with in the field.

The goal was also to recruit more Native American students to higher education, Miller said. "We wanted the students to have a broader view of what their life could be like. It's the role of the community college to ask, 'what does the community need?' The San Juan Campus has done a really good job finding out and responding."

She credits McPherson for getting the program off the ground.

"Bob really is the driving force behind this," Miller said. "He is still the heart and soul and vision of it."

McPherson saw the merger as an opportunity to expand it to all students and approached Dean Allen about getting more faculty members on board.

"To really make the program go, it has got to be in Logan, it has got to be in Regional Campus Distance Education," McPherson said. "If people can only catch the vision of what is down here—if they could see all the environmental, recreational, and cultural opportunities for study."

For example, McPherson recently collaborated with linguist Brian Stubbs on a project to capture the language and culture of White Mesa Utes—a group with only about 315 members left. Stubbs authored a dictionary to preserve the purest form of the Ute language.

"This is where the rubber hits the road in academia," McPherson said. "You are saving the language of a people who have been forgotten."

He believes a partnership with USU faculty and students will facilitate increased scholarship in areas like history, anthropology, social work and folklore.

David Rich Lewis, a history professor on the Logan campus, is one of the Native American Studies program's earliest stakeholders.

Faculty members with expertise are scattered across the university from the humanities and arts to natural sciences, he said.

The aim was to develop an interdisciplinary program that brings them together.

"By establishing a certificate program it was the way we could responsibly explore demand before launching a formal program," Lewis said.

The hope is to generate enough interest to make Native American Studies a major and one day bring more Native American students to Logan.

"It's really difficult for a lot of native people to leave home and those networks of support," Lewis said. "One of the things we're struggling with is creating a support network for them to succeed [here.]"

Most classes in the program are taught remotely from the San Juan Campus. However, one requirement is participation in the field. This summer, McPherson will conduct an experiential learning trip to the Navajo Nation. The class will last three weeks and immerse students in the life, history, and culture of the Navajo. It is the first time USU has offered anything quite like it.

FILLING A NEED

Karolyn Romero was a member of the first graduating class in Blanding. She now works there as a counselor and will attest to the importance of the Native American Studies program. Although it was not formally established when she was in school, she took the history and culture classes McPherson taught because it was information she never learned despite growing up on the Navajo reservation.

When Romero was 8 years old, her mother enrolled her in the Indian Student Placement Program—a foster program where Navajo parents placed their children in Mormon homes during the academic year so they could attend public schools. At the time, educational opportunities on the reservation were extremely limited.

"It was important for my mother to make sure her children got educated because she never did," Romero said. "To me, it was one of the best things that ever happened."

The downside came when she moved back to the reservation after graduation.

"I didn't speak my own language. I had to learn it again," Romero said. "I had to learn more about where I come from."

She now advises her students to balance their identity at home with Anglo-American life. "Your culture should be appreciated," she tells them.

The Native American Studies program also benefits those who have lived away from the reservation, she said. "I think it is very important for the young people because they are still growing and learning. If [we] can get people educated, they will return and be the leaders. They are needed there."

Students like Amber Deal agree.

She grew up on the reservation. After graduating high school Deal went to college in Arizona, but left because she missed her family. It was just too far away..

"I wanted to come back and help my people but I didn't know how," she said. »

Karolyn Romero, a counselor on the San Juan Campus, is a member of its first graduating class.

Maranie Clah teaches computer literacy to elementary students on the Navajo reservation.

Her cousin encouraged her to enroll at USU Eastern. After taking one of McPherson's classes she found a new path.

"I learn a lot from him because I wasn't raised traditionally," she said. "His classes help me to understand my people more."

She carpools to the community center at Monument Valley where classes are broadcast live. Students write papers at the computer clusters. Infants sleep in car seats underfoot.

Deal once thought she would become a nurse to help care for the elders in her community. Her goal now is to earn her bachelor's degree in social work.

"People usually end up coming back to the reservation," she said. "Sometimes they come back because they have no place else to go. Some people come back to help. I want to do that."

ONE BIG OPPORTUNITY

McPherson's office is located on the periphery of the San Juan Campus, much where he prefers to be. He calls it Walden. The building is constructed of adobe bricks, handmade by students in the parking lot years ago. It was once used for storage. From the doorway one can see Monument Valley in the distance.

McPherson prefers talking about other people at the school he describes as giving "150 percent heart." When the distance learning building on the reservation needed painting, staff and faculty drove out with paint brushes. When the main campus needed new grass, they were all out laying sod.

"I love this campus," he smiles.

While driving the 75 miles to Monument Valley McPherson points out various features in the landscape.

"There is a huge opportunity for teaching. This is a huge classroom," he said, gesturing to the mountain plateaus.

He pulls into the parking lot of Tse'Bii'Ndzisgaii Elementary School. He wants to speak with Maranie Clah—a recent graduate of the Native American Studies program and one of the school's newest hires. Nearly half of the school's teachers received their associates degrees from the San Juan Campus, McPherson said.

Clah grew up in Oljato, about 10 miles west of the elementary school along the border of Arizona. "The middle of nowhere," he said.

He and his four siblings were raised by his grandmother after their mother died of breast cancer. Their father was an alcoholic who often wasn't home. They lived without electricity or running water. Still, Clah had high hopes for himself.

"I wanted to be an NBA player," he said. "But in middle school I realized I didn't actually play basketball. I began herding sheep."

He did it to get out of the house where he was free to sing traditional Navajo songs and his brothers would not tease him. He appreciated that his grandmother was raising him according to Navajo tradition, but understood his education was lacking.

"I never read a book until I was a freshman in high school," Clah said. "I realized I needed to study mathematics and writing."

In high school he connected with a teacher who saw his potential. Clah became a teenage dad and began to work at a gas station to support his wife and son. One afternoon his former teacher brought him to to a cluster of computers, and told him he was taking a placement test. He connected Clah with financial aid and helped with scholarship applications.

"I was not expecting that he was going to enroll me in college," Clah said. "Like Bob McPherson, this man pushed me and encouraged me."

The first day of school he was lost. He couldn't navigate the campus. Clah did not feel inspired.

"I took classes in everything," he said.

"None of them grew an interest in me until I took Bob's class *Native American Literature and Philosophy.* My whole being just got sucked into it."

Clah read and re-read the assigned readings.

"I just loved the books he picked out for us. I wasn't willing to dismiss one of his classes. I sat there and I paid attention," he said. "I like how he preserves our culture in his text book. He writes about the spiritual stuff. It makes it come alive to me."

He took all of McPherson's classes.

"I didn't have a male figure in my household," Clah said. "Somehow Bob filled that role. He kept pushing me to my limit. I am satisfied with this Native American Studies program. Not only did I earn a degree, it helped my spiritual being. It filled in these blanks that I should have learned from grandmother before she passed."

Looking around his community Clah sees people his age losing touch with their culture. Coming of age ceremonies for girls do not always happen. The money instead goes for bills, he said.

"It scares me. I wish more of my friends would learn the sacred songs," Clah said. "I wish they would learn how to pray."

He wants to continue with his schooling. He wants to become a professor one day.

"I want to be like Bob. I want to go out to people's homes and preserve their history—the history of the community, and of nature—I want to be a cultural anthropologist," he said. "I still can."

A MODEL FOR THE FUTURE

McPherson has never met most of the students in Native Americans and the Environment class—at least not in person. Most are like Blake Thomas, '12, who attend class at one of four broadcast sites across the state.

Thomas, an Environmental Studies major, heard about the course from professors in the College of Natural Resources who knew he had a personal interest in the subject. From 2007 to 2009 Thomas served an LDS mission on the Navajo reservation in New Mexico.

"This class has been really great because it's been keeping me on my toes," he said. "It has made me dust off my old Navajo language workbooks and tapes to brush up on my skills. It has reawakened this desire."

While serving his mission, he found himself splitting wood for families and shuttling water to their hogans. Thomas formed a close friendship with a family who invited him for holidays and ceremonies.

"That's where I really learned a lot about their culture," he said. "They invited me in a casual way into their family."

His time on the reservation showed him the great reverence the Navajo people have for the land. However, a lack of resources contributed to some unsustainable practices on the reservation, Thomas said.

He wants to specialize in community-based conservation in graduate school and return to the reservation to serve in this capacity.

"There is so much to learn from native peoples," he said. "They have a voice and we need to hear it. I think this program has a lot of potential to expand and grow."

Dean Allen intends to do just that.

"When I looked at the Native American Studies program it was symbolic of the merger—bringing existing assets together and doing something at a higher level than what both of us have been doing," he said. "What I hope is to move it from a certificate to a BA, but that takes time. I would like to see a Native American teaching and learning center here in Logan."

Because the program is not taught in one department, Allen housed it in the Mountain West Center for Regional Studies where faculty and students from across disciplines can come together to research the Interior West, its land, history, and cultural groups.

"This program is really a model for interdisciplinary studies," he said. "This reaches not only across our departments, but across colleges. I think that is the model for the future." ■

Award-winning author Robert McPherson will lead a 12-credit hour course at USU Eastern's San Juan Campus designed to teach aspects of Navajo history and culture, arts, and mythology, through direct interaction with Navajo people. The Navajo Summer Experience program offered May 7–25 combines classes with field work and is ideal for teacher recertification, individuals who work in professions with Native American populations, or undergraduate students working towards their degrees.

The course involves traveling nearly 1,000 miles around the Four Corner region and participating in a one-day float trip down the San Juan River to study sacred Navajo geography. Successful completion earns one half of the credits needed for USU's new Native American Studies Program Certificate.

The total cost of the program is $2,700. Enrollment is on a first-come, first-serve basis and ends April 16. To enroll, or if you have questions, contact Professor McPherson at bob.mcpherson@usu.edu or (435) 678-8140.

the memory COLLECTORS

By Kristen Munson

USU's Special Collections houses tapes of the interviews and other ephemera collected for the September 11, 2001 Documentary Project.

A decade ago USU students undertook the painful, but necessary, process of archiving 9/11. They compiled hundreds of hours of interviews with ordinary Americans about an unimaginable moment in the nation's history. For some alumni, the project grew from an optional classroom assignment to an exercise of the heart.

EVERYONE HAS A STORY ABOUT WHERE THEY were on September 11, 2001. A decade ago, many of the students in Jeannie Thomas' folklore class took part in a nationwide effort to collect these narratives and preserve them in the U.S. Library of Congress.

The audio interviews they submitted exist on permanent display online and capture first-hand accounts of the terrorist attacks, as well as the memories of people who witnessed them on television and felt what many Americans felt that day: disbelief, loss, and shock. Thomas, a professor of English, invited her students to participate in the effort because she didn't want those experiences to ever be forgotten.

"Everyday people make up the bulk of history," she said. "For those of us alive during 9/11, it was an unforgettable day, like the day when Kennedy was shot. It was an important moment of history for students to be able to step in [and help]. It's been 10 years, but I still remember that morning."

Her lesson plans originally included an assignment to make paper airplanes. Instead, the class talked about what had happened. Later at home, her three-year-old son slapped the television repeating, "Bad, bad!" at the footage replaying across the screen.

The next day, Thomas received an email from the American Folklife Center at the Library of Congress asking folklorists and ethnographers around the country to record the thoughts and feelings of ordinary Americans following the terrorist attacks that took the lives of nearly 3,000 people, brought down the World Trade Center, wounded the Pentagon, and jerked into focus the nation's sense of security and identity. It was the second time in history everyday Americans would be asked to contribute their stories.

A TIME OF MOURNING

Ann Hoog received updates on the attacks from a tiny black and white television in her office at the American Folklife Center. She and her colleagues watched news reports of planes crashing into the Twin Towers and learned that another plane was believed to be headed their way.

"Nobody quite knew what to do," she said. "It was kind of a weird day because of how we left the library. You didn't really have any closure with anybody or know how they fared."

The next day her coworkers gathered to talk about the events.

"It reminded me of the Pearl Harbor project," Hoog said, referring to an effort led by folklorist Alan Lomax the day after the December 7, 1941 bombing.

Jeannie Thomas, head of the English department, encouraged her students to collect the stories of people affected by 9/11. They are now housed in the Library of Congress.

He sent a telegram to other folklorists, asking them to collect the reactions of their fellow Americans. Hoog, a folklife specialist, suggested her office try a similar project.

"It was a way that we could do something—something that we knew how to do that could preserve these stories and reactions," she said.

Her boss supported the measure and helped draft a call for participation, which they posted on a listserv for folklorists around the country: *At a time of national crisis and mourning, one wonders what positive action could or should be taken? As folklorists, what might we contribute to the future? We ask you to document the immediate reactions of average Americans in your own communities to the September eleventh terrorist attack and to what many have called 'an act of war.'*

They had no idea what the response would be.

"Here it was a time of mourning and we were asking people to talk. I wasn't sure whether people would want to do interviews," Hoog said. "It turns out they did."

Submissions to the September 11, 2001 Documentary Project came from across the country and from a military base in Italy. The archives hold about 800 interviews, graphic materials including photographs and drawings, as well as news clippings, written narratives, and e-mails.

Professors like Thomas used the request as a teaching tool in their classrooms. The midst of tragedy may seem like a strange time to push for details, but it is precisely those details that need to be recorded. Folklorists try to fill this role.

"Right in that immediate trauma people do need to narrate," Thomas said. "If you have a story and you want to tell it, we will be your ears. A folklorist wants to document the everyday as it is, as it comes, warts and all. You get powerful beauty that way." »

NEVER THE SAME

Julie Dethrow Brady, '03, was walking up the steps to Old Main for her first class of the day when she saw the American flag flying at half-mast. She suspected a congressman had died and wondered who might have passed. When she arrived at a classmate told her about the attacks. Brady was stunned.

Afterward she went to the student center where people had gathered to watch the news. She stayed for several hours. Later she tried studying, but couldn't. In the days and weeks afterward, Dethrow Brady observed her peers and wondered what would happen to them—if they would enlist, and for those who did, how their lives would play out. When the opportunity to participate in the 9/11 Documentary Project arose, she knew she wanted to capture the perspective of the everyman.

"You knew that day that life was never going to be the same," Dethrow Brady said. "I wanted to get the stories of those who were not there, but who still experienced 9/11. Their stories are living history."

Dethrow Brady, an American Studies major, compiled six interviews for the project. One person has since died but lives on in the national archive. He was a realtor who worked with her mother. On the morning of September 11 he was getting ready for work and watching the news as he dressed. After viewing footage of the two planes hitting the towers the man swapped the tie on his bed for the American flag one in his closet.

"I just felt that it was a time to make that statement," he told Dethrow Brady.

The man, a Boy Scout leader, had two sons of draft age. He immediately thought of them and all the boys he had taught citizenship duties to over the years. He pledged to wear the American flag tie until the leaders of the Taliban were captured or killed as a reminder of the ultimate sacrifice innocent people were called upon to make.

"Until then, I'm wearing that tie," he said in the recording. "That's my little gesture I'm making and will make forever if that's how long it takes."

Every once in a while a person writing a book or a news story about the national archives will track Dethrow Brady down, wanting to know more about her interviews. And they all ask the same question.

"They always want to know what happened to him," she said.

After graduating the next semester, Dethrow Brady headed to Washington D.C. with hopes of securing a job on Capitol Hill.

"Participating in that documentary project played a huge part in my decision to move East," she said. "It shaped my political ideology."

Her gamble paid off. While she did not end up working on the Hill, she did secure a job she enjoyed and met the man who would become her husband. They now live in Arlington, Virginia, just across the Potomac River from the American Folklife Center where her collection is housed.

> *Nobody is going to forget 9/11, but I thought we had to have these stories for posterity.*

'IT WAS INCOMPREHENSIBLE'

Robert E. Koger III, '04, was asleep when the first plane struck the north tower of the World Trade Center. His wife, a nursing student, had left the radio humming on her way out the door. Koger half-listened to it from bed, but began feeling something was different about this morning.

"I noticed the [deejays] weren't playing music," he said. "They were talking about a plane crash."

Koger turned on the television suspecting it was an accident. A few moments later he watched as a second plane steered across the screen.

"When you saw the second plane hit the whole world changed," he said.

Koger sat and just watched the news, unsure of what to do or where to go. A few days later when Thomas presented the idea of documenting people's experiences of 9/11 he felt it was something he needed to do.

"I really believe in oral history. I really believe in people telling their stories," he said. "Nobody is going to forget 9/11, but I thought we had to have these stories for posterity."

As a political science major, Koger was particularly interested in hearing what legislators around Utah had to say. He spoke to Douglas Thompson, then the mayor of Logan, who was listening to the radio when he learned of the terrorist attacks. He flipped on the television to what he thought was a replay of the first plane striking the north tower—it wasn't.

"I didn't know what to think," he told Koger. "How could this possibly be two accidents?… But then it became very obvious that they were not accidents, and that it was on purpose. And then the horror set in and it was just almost incomprehensible."

Thompson tracked the events between meetings, realizing the situation was worse than he could have imagined. However, he watched the community respond with unifying force. Church leaders from across denominations organized a memorial service for the victims of the attacks—two of whom were Logan residents.

"We have been doing things as a community that we not done before in the past," Thompson said. "Feelings of patriotism are higher now than any time I've seen before in my lifetime and I hope that that will continue."

Congressman Jim Matheson also agreed to be interviewed for the project. He was on Capitol Hill when the attacks occurred. Upon being evacuated from the the house building, Matheson could see smoke rising from the Pentagon.

"It's a very powerful image and something I am sure I will never forget," he told Koger.

Matheson and his staffers went back to his apartment to watch the news.

"I am glad we were together during those hours after it happened. It would be a tough situation to deal with and I think collectively being together was probably a good thing," he said.

That night he could not settle his mind. Matheson tied on his sneakers and headed out for a run along the Washington Mall. It was empty. Smoke continued to rise from the Pentagon.

MORE THAN A BOTTOM LINE

Koger recalls not only where he was on 9/11, but where every person he interviewed was and what they were doing.

"Their history I will never forget," Koger said.

He has never again listened to the tapes and has no desire to revisit them. When the tenth anniversary came around he kept the television off.

"I really lived 9/11 every day that semester," Koger said. "I think about it every day."

Participating in the documentary project changed the way he thought about politics. He gained a lot of respect for the few politicians who did agree to share their stories with him—particularly Congressman Matheson who offered him an internship. After graduating, Koger went to work for Mitt Romney, then the governor of Massachusetts. Looking back, he regrets that more has not changed in the decade since.

"On 9/12 we were all Americans, no matter what you believed," he said. "Since that time we have now become more divided than we were on 9/10."

While Koger is still involved in politics, he has found nonprofit work is a better fit. For the past three years he has organized blood drives for the American Red Cross.

"It is a really rewarding career," he said. "I like to think that it is taking care of a person, rather than a bottom line, and that is how I want to live my life."

A REALLY LONG MORNING

Just after 7 a.m. Jennifer Erickson's roommate at USU came to tell her that a plane hit the Pentagon. She immediately tried calling home. Erickson's father, a Pentagon police officer, was working patrol when a Boeing 757 crashed into the western side of the building. For several hours she would have no idea if he was safe, if he was even alive.

"It was indescribable not knowing," Erickson, '02, said. "It was a long morning, a really long morning. It's that six long hours that I probably remember the most when I reflect about the September 11, 2001 terrorist attacks."

Erickson functioned in the dark. Cell coverage was down, leaving her cut off from her family on the East Coast. She took comfort in watching the news and looking for her father in the footage.

"I believe the media did an excellent job that day," she said. "When you could not get through to loved ones across the country, you could turn on the television or the radio and find out what was happening. It's the contributions of journalists around the world that we can thank for keeping us informed. It gave me a greater sense of pride to be part of that communications field."

As news editor for the *Utah Statesman*, Erickson recognized it was a historic moment that needed to be documented. When Thomas announced the oral history project, Erickson knew she wanted to participate. In a way, maybe she needed to. She began collecting stories of the police officers at the Pentagon who saw terrible things and who needed to tell someone about them. The first interview she conducted was with her dad. Afterward, officers began lining up to talk.

"It grew like wildfire," she said. "I was willing to interview as many people who wanted to be interviewed. I knew this was the type of information that we were going to cherish five, ten years down the line."

Erickson was immersed in the stories of everyday heroes who went to work that day and just did their jobs. Some, like her father, pulled people from the burning rubble of the Pentagon. Others, like her father, still carry guilt that they did not do enough.

"This was the first time many of them reflected upon it, what they heard, what they felt, what they smelled—what an honor [for me.] It was truly an honor to be a part of that," she said.

TERRIBLE THINGS

The week before the tenth anniversary Erickson listened to the interview she recorded with her father. It was the first time in nearly a decade.

"I still get that same lump in my throat and knot in my stomach when I listen to those tapes as I did 10 years ago," she said. "There are no words. There are no words for it when someone describes the horrors. There were mothers and fathers, sisters and brothers, who didn't come home that day. I got a special opportunity to gain insight into one day that changed everything. The beauty of this project was that it was raw, it was vivid—it was real."

No one contributed more interviews to the national archives than Erickson. Although much of the mainstream media focused on the events in New York, Erickson concentrated on events in Washington.

"I think that she did a great job interviewing people who were in a very difficult position," Hoog said. "Jennifer made a really valuable contribution to the collection. She filled in a gap that included what happened at the Pentagon, especially to the police officers there."

Erickson conducted most of her interviews over the phone. She spoke to Chadwick Brooks, a police officer who was filling up his patrol vehicle when he saw a plane flying very low across the sky. It clipped a telephone pole as it went down and headed towards the Pentagon. Everything was in slow motion.

"It felt like a lifetime," he told her. "Just knowing that there were people on that plane at the time as they flew over me—I know they had to see us."

He confessed he would never get over the sight of watching the plane strike the Pentagon, knowing there were people onboard—and that he will always wonder what they were thinking.

"I wish I didn't see it," he said. "To know something like that is happening but there is nothing you can do about it, but watch people plunge into a building … it hurts. Even though they were strangers on a plane, it was like they were family members."

THE ENORMITY OF IT ALL

Erickson's interview with her father Donald Brennan is the longest, spanning two tapes, and is perhaps the most haunting. He was having breakfast when he heard over his police radio that a plane hit »

the Pentagon. Brennan ran to the crash site, past people screaming, through billowing smoke, and into the building. People were lying on the ground and sprinkler systems were pouring water. During the interview he confessed it was the first time in his police career he didn't know what to do.

Brennan told his daughter how he came across a man with a head injury. But he was pulled in multiple directions by people needing assistance and could not recall what happened to the man on the ground. He believes he gave instructions for people to carry him out, but he can't be sure.

"I wondered, you know, did I leave him to die? And what kind of police officer am I to leave a guy who needs my help?" he told her. "My only regret is I wish I stayed with him. And that's something I am going to take with me a long time. I don't know his name. I can't even picture his face, but he needed my help. And unfortunately, for whatever reason, because of the enormity of the situation, I left him. And I can't believe I left him."

Brennan does remember guiding some people out and being pushed back by the smoke. It took several days to fully extinguish the fire. When the officers were finally allowed back inside Brennan waded through water, body parts floating around his feet.

"I wasn't prepared for that," he said. "The first night I had nightmares. Nightmares of what I saw. Nightmares of people burning, asking for help. I talked to other officers—they had nightmares, too."

At home, when he removed his boots he realized all that he was carrying with him on his soles. He threw them away. Two months after, Brennan expressed regret about what he could not do that day.

"I wish I had firefighting equipment. I wish I had a smoke mask. I feel if I had the right equipment I could have got more people out of the building," he said. "It was so dark. There was no power and there was no light. Usually if you could see a light at the end of the corridor, you know where to go. But these poor people didn't know where out was."

Jennifer Erickson and her father Donald Brennan, a retired Pentagon police officer, read his story in *The Washington Post*.

COURTESY OF JENNIFER ERICKSON

A plaque still exists in the Pentagon called American Heroes, listing all those who perished in the attacks. When it was installed, it was like seeing ghosts. He felt the building was haunted afterward. Mysterious fires would occur. Water main breaks. A building unsettled. He struggled with the idea of some families not having any remains to bury. When people asked if he feels like a hero, he could not say yes.

"We did what we were trained to do: save lives," he says at the end of the tape. "And with a catastrophic event like this you save as many people as you possibly can. There's questions if, when, why and should have done and could have and well-I-didn't. That one individual bothers me, it will bother me for a long time."

When she looks back at conducting interviews for the documentary project, Erickson feels it helped people like her dad to talk about their experiences.

"He said it was therapeutic. He was talking about things he hadn't talked about before," she said. "It was nice to be an outlet and to be entrusted with this story."

It's my hope and prayer that he will find peace.

NEVER FORGET

Erickson's dad was profiled in *The Washington Post* for the tenth anniversary in an article titled "The wounded man." He hung up his badge in June after giving 30 years to the job. After the attacks, she periodically visited him at the Pentagon, occasionally seeing those whose stories she collected. She and her dad still talk about 9/11 often.

"He could never shake that feeling—did I do enough? He thinks about [that] person [with the head injury] to this day," she said. "It's my hope and prayer that he will find peace. I know that he was there to save people. I believe he did all that he could. He's my hero. He's always been my hero. In doing this line of work—serving as a police officer—he has always been willing to give it all."

While journalism was always going to be Erickson's career path of choice, the events of 9/11, and her participation in the documentary project, reaffirmed her decision to become a reporter. Erickson understood the importance of capturing the memories of others who were there, who saw, and who lived it.

"Those stories are what define that day," she said, adding that these narratives are important to share with individuals who were not part of the 9/11 generation.

The project serves as a learning center for those whose only access to 9/11 exists through archived footage and videos on YouTube. Erickson believes it is important to share it all.

After graduating, she worked as a reporter for a newspaper before turning to work for the Army where she's held various positions over the past seven years. She is now the public affairs officer at Fort A.P. Hill, Va..

"I believe it's a great honor and privilege to allow people to tell stories," Erickson said. "Now, I still get to tell the stories of everyday American heroes." ■

pushing for REFORM

While the nation's obesity epidemic is well-documented in the mainstream media, the emerging sleep problem of its youth has captured far less attention.

Eric Reither has spent the past decade studying the health and economic consequences of obesity. He was recently awarded nearly $400,000 from the NIH to continue his work.

OBESITY RATES TRIPLED among American adolescents between 1980 and 2000, with significant disparities emerging across socio-economic and ethnic groups. During the same period, a decline in the quality and duration of sleep of American children also occurred. Eric Reither, associate professor of sociology, was recently awarded nearly $400,000 from the National Institutes of Health to investigate a possible connection.

He partnered with sleep epidemiologists and health demographers across the nation to study sleep, obesity, and the well-being of American adolescents. Their study began in August and is among the first to examine how obesity and sleep combine to affect physical and psychosocial health.

Using a large-scale data set compiled from 1994 to 2007 by the National Longitudinal Study of Adolescent Health in 132 schools across the country, the scientists will track changes in sleep patterns from childhood to adolescence to see how it affects weight gain over time. They will also examine how these relationships may differ across racial and ethnic groups.

Reither's team will evaluate how reductions in sleep may exacerbate physical and mental health issues associated with being overweight, such as depression, self-esteem, and performance in school. He believes if they can unearth these connections, they can help shape intervention efforts that target both sleep and obesity.

"Most scientists would like to think that their work is going to affect the world in some positive way," Reither said. "I feel like our research has the potential to have a useful policy impact."

Statistics from the U.S. Centers for Disease Control and Prevention indicate 17 percent of Americans aged 2 to 19-years-old are obese—a figure that does not appear to be changing course soon.

"There is evidence the obesity epidemic may be plateauing," he said. "But we need to do more than plateau to avoid some serious public health ramifications."

After almost a decade of studying the health and economic consequences of obesity, Reither believes reversing trends is critical to prolonging lives as well as improving the quality of life for children in America.

In June 2011, he co-authored an op-ed in *The New York Times* with colleagues who studied how weight influences the career trajectories of women. They warned of the educational and economic disadvantages heavier women face throughout their lives. Two weeks later, *The Economist* highlighted Reither's newly published study on obesity and life expectancy which critiques traditional demographic models used to predict mortality rates.

His study, which first appeared in the journal *Health Affairs*, argues that commonly used forecasting methods are not only inaccurate, but overly optimistic, because they do not account for health risks that are being accumulated by younger generations of Americans.

Throughout the past century, the life expectancy of Americans has climbed at steady and uninterrupted pace. Conventional projection techniques assume that the future will be like the past, and that continued improvements in health and longevity will occur for younger generations. However, this method fails to incorporate the health of current populations, which may be in a state of decline.

American adults are heavier now than ever before and becoming overweight earlier. This means people are living a larger portion of their lives with conditions associated with obesity such as Type-2 diabetes, Reither said.

Using a more sophisticated modeling system that accounts for the health status of younger Americans, Reither and his team found health outlooks are bleaker than anticipated. Their calculations suggest certain subgroups in the U.S. population face a shorter lifespan than previously reported. Declines are most pronounced among women in areas of the Southeast where the obesity epidemic has struck the hardest.

"We hope that our research will encourage others to redouble their efforts to develop effective public health programs," Reither said. "It's not too late to turn this around. The bottom line is that we would like for our pessimistic forecasts to be wrong. That can still occur if swift action is taken by schools, medical practitioners and other stakeholders in the public health community." —*km*

SNAPSHOTS *in* LEARNING

Students across the College of Humanities and Social Sciences engage in high-impact research every day.

BUILDING SELF-AWARENESS ABROAD

For Melanie Peckham, working as a behavioral specialist means being on call 24 hours a day. It means working with individuals who pose a daily risk to themselves, can become aggressive at any time, and have severe behavioral disabilities. Yet, this is the population she loves helping most.

"They are my family," she said. "They get labeled by their behavior, but there is so much more to them than that. To see their different emotions come out is just awesome. Sometimes it takes six years to get a particular skill down, but when they learn it—it's a party."

Peckham, MSS '12, is a graduate student in the USU social work program and an intern at the Center for Disabilities. She counsels children and the experience allows her to see how behavioral issues manifest at an early age.

"I feel privileged to have that opportunity," she said.

Since graduating from USU in 2000, Peckham has worked with disabled populations in group homes around Cache County. She returned to earn her master's degree because she felt a better grasp of policymaking would allow her to make a bigger impact in her field.

Upon hearing of a study abroad trip to the Netherlands to learn how the Dutch manage social issues she knew she needed to go. The trip was arranged by Shannon Hughes, an associate professor of social work, who wanted students to see how other countries handle issues such as drugs use, prostitution, same sex marriage, and immigration. Five students participated in the trip, which included site visits to public housing units and the infamous red light district.

"There wasn't really a study abroad program for social work before," Hughes said. "I wanted to create something that was more tailored to our students."

In the field, social workers may encounter individuals suffering from physical and mental abuse, plagued by addiction, or who are depressed, sick, or homeless. Hughes believes students need to be exposed to these issues so they build self-awareness about their beliefs and limitations before they begin practicing.

"You live in the world you live in," she said.

For Peckham, she had limited experience outside the Intermountain West. Tolerant was a word she heard used to describe the Netherlands, but after three weeks in Amsterdam she found it has different meanings depending on the circumstance.

Students toured public housing designed to incorporate all classes of people instead of designating pockets of the city for lower income groups, she said. The idea is that there is no other side of the tracks, no wrong side of town, just next door. They visited a facility where heroin users come to receive injections administered by medical personnel. Peckham was surprised to discover that drugs are not legal in the Netherlands; they are decriminalized.

The laws treat drug users as an at-risk health population rather than criminals, she said. "The process allows serious users to be able to sustain some stability and quality of life. Some are able to hold down jobs."

While Peckham appreciated the approach used by the Dutch for managing drug abuse, she was disappointed to find Netherland's disabled populations remain marginalized and lack adequate public transportation. However, what affected Peckham most was not anything learned in class—for the first time in her life she was an outsider. Unable to understand the language, read store signs, or even navigate the roadways made her feel isolated.

"Everywhere I have gone I have been the dominant culture," she said. "It gave me more empathy. I just never thought what it would be like."

The experience in Amsterdam will forever change the way Peckham approaches practicing social work, she said. "While I am very grateful to live in this country, it definitely seems like there could be some modifications made, I can see benefits to both systems." »

Melanie Peckham works as a behavioral therapist, specializing in individuals with severe disabilities.

FINDING A VOICE

Luz Maria Carreno was born in Utah, the child of Hispanic immigrants. She grew up hearing debates about immigration issues in the United States where often little was resolved, and comments relied more on hardened beliefs rather than facts. Carreno, an honors student and sociology major, studies immigration issues because she wants to provide real substance to the conversation.

"Studying immigration is personal for me. I have grown up talking to many people about the struggles they face as immigrants," Carreno said. "It is such an important and hot button issue. I don't think people often know enough about immigrants to make decisions that affect them."

Last summer, Carreno was one of only eight undergraduates nationwide selected to participate in a prestigious summer research program at the Population Research Center at the University of Texas at Austin. The Research Experience for Undergraduates Summer Institute is funded by the National Science Foundation and provides a mentored research experience for college juniors interested in pursuing graduate work in population studies.

Amy Bailey, an assistant professor of sociology, forwarded an email to her *Social Inequality* class about the summer research opportunity focusing on race and immigration in the United States. Carreno was quick to apply.

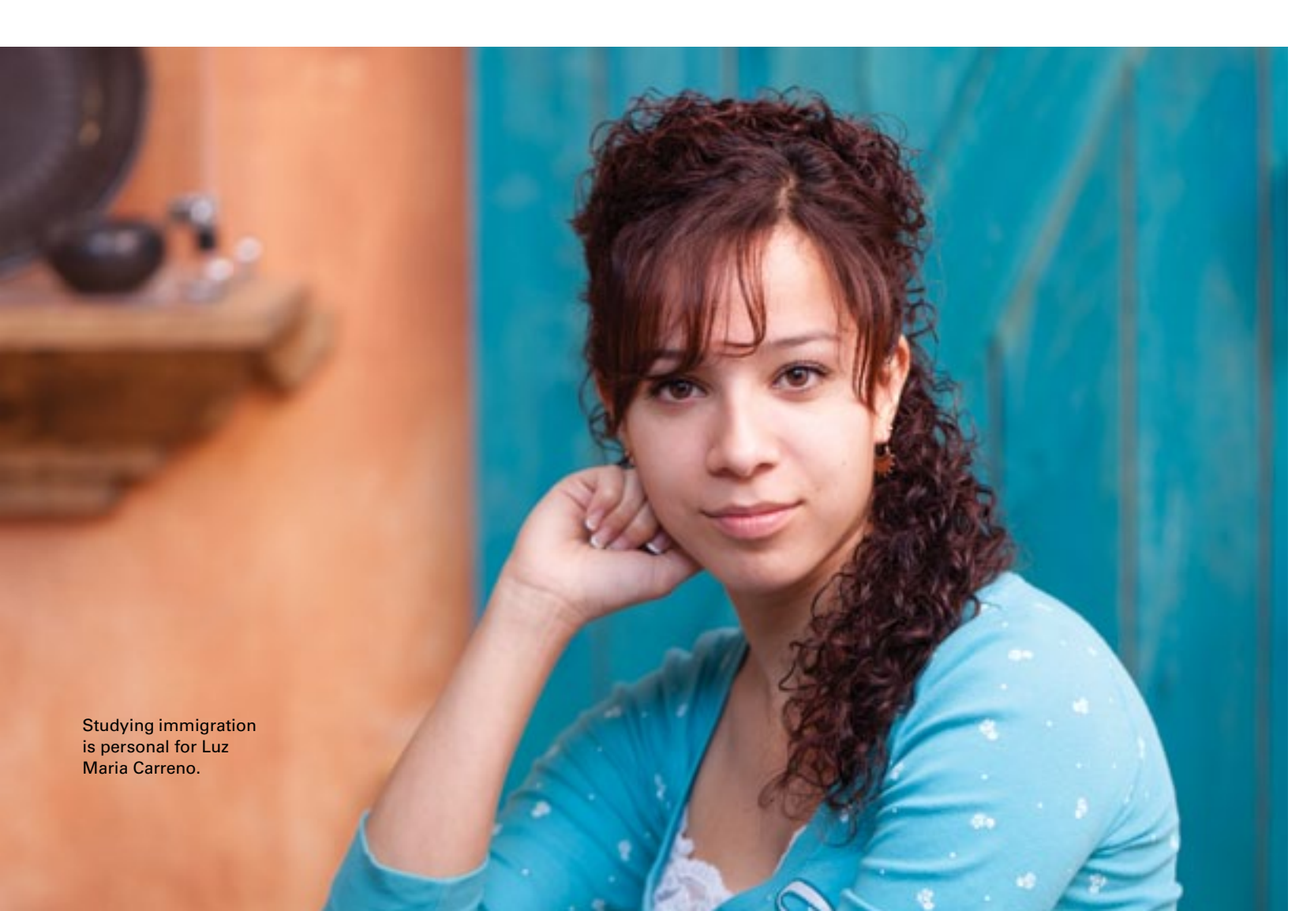
"I had never performed research before, but I want to go to graduate school and this was a good experience gaining the research skills I will need," she said. "I didn't really believe I had a chance. Only eight people in the whole country get accepted. I think that because of Professor Bailey I got it. She took the time to help with my personal statement and helped me show that I really wanted this opportunity."

During the summer, Carreno examined new and old destination states of Hispanic immigrants, searching for patterns and differences in lifestyle. She looked at factors such as home ownership, citizenship, and education to determine if populations shifted to areas with more economic and social opportunity.

States like Texas, California and New York have long been targeted as migration states for Hispanic immigrants. However, Carreno was more interested in learning about social incorporation of Hispanics in states like Georgia, North Carolina, and South Carolina compared to states like Texas, California, and New York.

Back at USU, Carreno is continuing her research through the lens of volunteering with sociology professor Edna Berry. She wants to determine whether religion influences volunteering and the political views among Hispanics.

"Incorporation is about becoming involved in your community. Volunteering gives you skills, often leadership skills," Carreno said. "It is one way you can also have your voice heard."



Studying immigration is personal for Luz Maria Carreno.

Archives do not simply contain stories of the past. Their contents bridge where society has been and where it is going.

LEARNING FROM THE PAST

John Brumbaugh's curiosity is often stirred with a footnote, an obscure photo, or a book with an unfamiliar name from the past. The search for answers may take him to Pocatello, Idaho to explore library archives or online to scan digital databases. And it will end with a book chapter.

In 2011, Brumbaugh was awarded a $2,000 fellowship from the Utah Humanities Council to study how Utah voters shifted support from the Democratic Party to the Republication Party at the turn of the century. His project analyzes Idaho Senator Frederick T. DuBois' attempt to disenfranchise Mormon voters to preserve his own party's political stronghold. Brumbaugh, a graduate student studying history, believes historical research can—and should—use the past to make sense of the present.

"With history you can't make direct correlations to the past, but you can learn from it," he said.

Brumbaugh began studying DuBois in depth when former Massachusetts governor Mitt Romney made his first bid for the Republican presidential nomination. He saw some similarities in the way Romney was questioned about his faith and the way DuBois led a grassroots campaign against Utah Senator Reed Smoot due to his religious background.

At the turn of the century, people like DuBois questioned whether politicians would be loyal to their constituents or to their church leaders. This argument has continued for decades as Catholics and Jews entered the political sphere and began displacing the Protestant Establishment, Brumbaugh said.

"The big issue for Frederick DuBois and other Americans was 'what is the influence of the church on politicians? What right does the church have to get involved in politics?'" Brumbaugh said. "They didn't really answer it then, and they haven't really answered it now."

The debate recently resurfaced as two members of the Church of Latter Day Saints vie for the 2012 Republican nomination. The difference today is that political parties cannot deny the important role of Mormon voters, Brumbaugh said.

"Dubois was really a political opportunist, but his attempt failed with Smoot. Additionally, Dubois' attacks on Mormonism ended up dividing his democratic caucus. He did anything it took to make Mormons look unpatriotic and un-American," he said. "But Mormonism is so mainstream now. They are such a big supporter of the Republican Party they cannot be ignored."

Brumbaugh's paper will appear as chapter in a forthcoming book published by Utah State University Press.

His next project is to complete his master's thesis on the medical history of Utah. He is investigating a health cooperative organized in the 1930s by the Farm Security Administration to provide health coverage for all of the state's farmers. The health coops lasted until the 1950s when McCarthyism arose and profits enabled many farmers to purchase health care on their own, Brumbaugh said.

However, he wants to understand more about how the initiative was developed and why it failed.

"It provided a necessary service for thousands of farmers," he said. "I'm really interested in learning where this idea came from and who was supporting it."

So far, he is surprised with his findings. Cattle ranchers and church leaders were among the health cooperatives largest supporters, which seemingly oppose current Republican stances pressing for smaller government and increased privatization of services.

"It leads to a more complex history," Brumbaugh said. "I am not sure if the politicians back then were thinking of the people's best interests—but they had legitimate problems and they needed to find solutions." —*km*

John Brumbaugh believes historical research can help make sense of the present.

on the BOOKSHELF

Faculty books published from April 2011 to January 2012

Lisa Gabbert, *Winter Carnival in a Western Town: Identity, Change, and the Good of the Community* (Utah State University Press, 2011)

Richard S. Krannich (co-author), *People, Places and Landscapes: Social Change in High Amenity Rural Areas* (Dordrecht, The Netherlands: Springer, 2011)

Carol McNamara (co-author), *The Obama Presidency in the Constitutional Order: A First Look* (Rowman & Littlefield Publishers, 2011)

Robert S. McPherson, *As If the Land Owned Us: An Ethnohistory of the White Mesa Utes* (University of Utah Press, 2011)

Nathan Straight, *Autobiography, Ecology, and the Well-Placed Self: The Growth of Natural Biography in Contemporary American Life Writing* (Peter Lang Publishing, Inc., 2011)

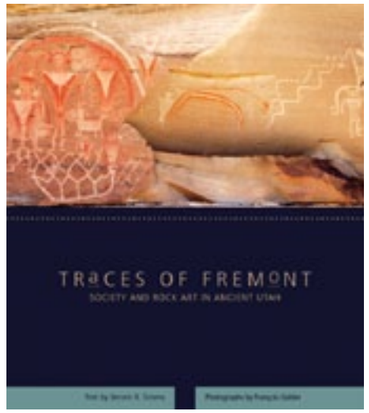
Publishing a book is considered the gold standard for research in the humanities and social sciences. However, writing a book and shopping it around to publishers is no easy task. Yet in the past six months, five faculty members in the College of Humanities and Social Sciences have new work on the bookshelves on subjects from an analysis of President Barack Obama's first two years in office through the lens of the U.S. constitution's theory to an overview of the macro-economic, demographic, and social transformations affecting rural communities in America.

LAWRENCE CULVER WINS BIG AT THE SPUR AWARDS

On a recent flight back to Utah, Lawrence Culver looked out the window at the cul-de-sacs and swimming pools of the suburbs below and thought, 'looks like Southern California.' It's only natural since Culver, associate professor of history at Utah State University, has had Los Angeles on the brain since publishing *The Frontier of Leisure: Southern California and the Shaping of Modern America* (Oxford University Press, 2010). The book received a 2011 Spur Award for Best Contemporary Nonfiction Book and traces the history of Southern California and its influence on the rest of the country. "History is not something that happened in the past. It has real consequences for things we are still dealing with now," Culver said. "Personally for me, history is what helps explain the world we live in."

STEVE SIMMS CAPTURES THE UTAH BOOK AWARD

Archaeologist Steven R. Simms won the 2010 Utah Book Award for nonfiction for *Traces of Fremont: Society and Rock Art in Ancient Utah*. The book explores new theories of the Fremont—an indigenous group who lived along the Fremont River in Utah—using artifacts they left behind. Simms, a professor of anthropology, partnered with wildlife photographer Francois Gohier to examine new evidence about the Fremont people that points to greater cultural complexity than previously acknowledged by scholars. Simms and Gohier traveled across Utah investigating artifacts and rock art left behind by this group no longer able to tell their own story. However, the book is not about the rock art. "It's about the people behind the rock art," Simms said. "We need a different perception of the Fremont. Rock art is an interesting vehicle to open up discussions." He also won the Society of American Archaeology's 2011 Public Audience Book Award for writing *Traces of Fremont*.




COURTESY OF MARY KAY GAYDOS

Lisa Gabbert spent a decade studying the people and traditions of McCall, Idaho, for her book Winter Carnival in a Western Town: Identity, Change, and the Good of the Community.

finding history in WINTER

Sometimes the best way to understand a place is by participating in its traditions. Even if it's below freezing.

WINTER CARNIVAL IS A tourist trap, a necessary burden, and a sacred community event. Lisa Gabbert, associate professor of English, decided to write about McCall, Idaho's annual winter celebration because it is all of these things.

For nearly a decade, she drove a two-lane highway to the remote village along Lake Payette to collect its history. She worked alongside town historians in the archives, volunteered with the Chamber of Commerce, and competed in its annual snow sculpture contest. Her efforts culminated in the book *Winter Carnival in a Western Town: Identity, Change, and the Good of the Community*, published by the Utah State University Press this fall. The book launches a new series on ritual, festival, and celebration by noted festival scholar Jack Santino.

"Because it is ethnographic research, I had to go and observe and participate," Gabbert said.

The book chronicles the community's shift from working-class logging town to resort destination through its biggest annual event: Winter Carnival. The festival began as an all-volunteer event in 1924 to showcase winter sport competitions. However, as ski resorts were built and local mills closed, the town was forced to change its primary economic focus to tourism. This prompted changes of another kind—notably, increases in the cost of living as real estate prices soared. Winter Carnival expanded to a 10-day event to entice tourists to the region.

"The commonsense way that we think about history is in linear form. It's event-based," Gabbert said. "That perspective doesn't necessarily work well in a small community where few events happen."

Like many small towns, McCall's history is constructed in terms of genealogy or in relationship-based terms, she said. After perusing the town's archives and finding the folder about politics nearly empty, it became clear to Gabbert that she needed to find another way to grasp the town's history.

"I needed a window into the area that was not necessarily linear," she said. "The festival was the one event I thought would give me the most insight into the community. In the book, I argue that the festival is a way of talking about contemporary issues through another means. Many topics and problems important to the community are played out there symbolically."

Snow is of central importance to the people of McCall. The town is located in the high mountains, where water is scarce and snow pack is needed for supporting life. Fights over water rights are commonplace. In folklore, harvest festivals symbolize abundance and participants may celebrate by eating lavishly, Gabbert said. "I really felt like that's what the residents do with the snow during Winter Carnival. They celebrate its abundance and its relevance to the local economy."

Townspeople sign up for free deliveries of snow to erect sculptures—the main tourist attraction. They hoard equipment to shape it. They need it for Winter Festival to be successful. In McCall, snow and tourism are synonymous with economic prosperity.

"Six months before the festival people start talking about it, wondering what the theme will be," Gabbert said. "When I interviewed people they would say it's a tourist thing, but the festival came up in their conversation all the time."

Her book explores the ambivalence some people feel about Winter Carnival. Two camps exist in the community: those who enjoy the event and those who don't. Yet almost everybody believes that it is 'good for the community,' she said.

However, many store owners apparently lose money during the festival. Through additional questioning Gabbert discovered residents subscribed to the belief that if their neighbor benefits, they will too. After years of participating in Winter Carnival, Gabbert has her own opinion on the matter.

"I think it is good for the community, just not necessarily in an economic sense," she said. "The festival raises questions about what is 'community,' and what is 'good'? It is a mechanism for getting people to think about community and what it means in actual practice." —*km*

office HOURS

A FACULTY PERSPECTIVE

MORE THAN AN ACADEMIC EXPERIENCE

By **Cacilda Rego**, Associate Professor of Portuguese

Cacilda Rego joined the USU faculty in 2006. She received the college's Outstanding Undergraduate Research Mentor of the Year Award in 2010.

UTAH STATE UNIVERSITY HAS a long history of international cooperation with students and researchers from around the world. The university has formal cooperative agreements with 275 universities in 39 countries across Asia, Europe, Africa, and the Americas; however, it continues to look for partners and programs for international cooperation in research and education. The Office of Global Engagement recently awarded grants for faculty to explore new opportunities with institutions in the Middle East, China, and Latin America.

As one of the grant awardees, I traveled to Brazil this summer to visit three potential USU partners: the Pontifícia Universidade Católica do Rio Grande do Sul, Universidade Federal da Bahia, and Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio). Over the years, USU students have studied at PUC-Rio, which is recognized as one of the most important doctoral research centers in Brazil. However, study abroad is often more than an academic learning experience.

Known for its telenovelas, soccer stars, carnival, music, and beautiful beaches, Brazil is the world's fifth largest country, both by geographical area and by population with over 192 million people. Not surprisingly, as I often hear from my students, Brazil is "an amazing country!" But today Brazil is also recognized as a political and economic leader in Latin America. As a country of geographical diversity, social contrast, and rich cultural heritage derived from African, Asian, European, and Amerindian cultures and traditions, Brazil offers a study abroad experience unlike any other. (I know this, for I am from Brazil!)

The benefits of studying abroad are many. Aside from providing an opportunity to travel to a different (and often far distant) country, getting to know another culture first-hand, and making new friends, as an associate professor of Portuguese, I find that there is no better and more effective way of learning a foreign language than to be immersed in the a culture that speaks it. But studying abroad is also more than acquiring a new language.

As a student enters an entirely new academic system, he or she will also have the opportunity to develop new social skills, discover new strengths and abilities, conquer new challenges, and solve new problems. In addition, students who study abroad have the opportunity to experience a new lifestyle and social rhythm that one cannot have by staying home.

By the time a student returns to USU, he or she will have developed a global perspective of the world and gained a number of very important skills which will help them throughout life. Study abroad helps to expand one's world view. The experience helps students not only to embrace new concepts and perceptions toward other cultures and peoples, but to see their own culture through new eyes.

As the world continues to become more globalized, the experience of living and studying abroad, of having first-hand knowledge of another culture, and of speaking another language will also enhance both the value of one's degree and employment opportunities both at home and abroad. For all those reasons, study abroad is not just a good idea; it is a life-changing experience that deserves rigorous encouragement.

In that regard, I wish to note that my visit to these three distinguished Brazilian universities coincided with the new developments in the educational and scientific exchange between the US and Brazil initiated during the visit of President Barack Obama to the country in March 2011. On the occasion, two agreements were signed: The Coordination of Improvement of Higher Level Personnel (CAPES) in Brazil, which will allow federal scientific training agencies in both countries and with the National Science Foundation (NSF) in the U.S. to identify priority research areas for both sides. Together, these two agencies will work to continue to improve the exchange of scientists, graduate students and professors, especially in the field of biodiversity.

In another initiative, CAPES and the Fulbright Commission will initiate a new project, the Strategic Dialogue Program, with the goal of intensifying the relationship between academics from Brazilian and U.S. institutions and in areas of interest to the two scientific communities.

As these efforts encourage both Brazilian and American universities to strengthen and increase academic cooperation, it is more important now than ever before that USU continues to seek new bilateral cooperative opportunities for students and faculty. These will foster cross-national education and professional training opportunities in a wide range of academic disciplines. I cannot imagine a better way for students to learn about the world than by experiencing it firsthand.

meet the BOARD

The College of Humanities and Social Sciences Advisory Board is comprised of a dedicated group of alumni and friends who serve the college in a myriad of ways. For example, Tim Stewart, '96, made several visits to campus during the 2011-12 academic year to help expand the school's internship program in Washington D.C. In November, he interviewed candidates for a new internship coordinator position he helped establish to locate additional internship opportunities for USU students.

The board met with Dean Allen this fall to review the college's funding priorities after several years of consecutive budget reductions. They have begun fundraising efforts for scholarships and professorship support. Without their assistance, and the generosity of others, the college would be unable to sustain its traditional high-level research, teaching, and learning opportunities.

For more information about how you can ensure access to high quality academics and student learning opportunities exists for generations of Aggies to come, please visit http://chass.usu.edu/htm/giving/campaign-for-usu.

COURTESY OF CATHERINE GOODMAN

CATHERINE GOODMAN '90

What the world needs now is a workforce that understands our common human needs and essential similarities. A degree in humanities provides students with an understanding of social dynamics, cultural landscapes, human nature, historical context, critical thinking, and the art of communication—all necessary components of a successful work and personal life.

I believe a degree in the humanities provides a foundation for success in life by cultivating a deep desire to improve the world and our place in it. The most self-fulfilled people among us are those whose career goals and desire for the common good are aligned.

It matters less what jobs they choose than on what foundation their education and world view are grounded: they have found a way to connect their career aspirations to a solid understanding of our humanity, our interconnectedness and interdependence. These are the strong-hearted students of the humanities. They understand what serves us all and are therefore able to envision and implement truly beneficial change in the world.

board MEMBERS

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'75 Journalism & Communications
President & CEO of Ascend Marketing, Inc.

NATHAN D. ALDER
'91 History
Attorney at Christensen & Jensen

MARK A. FLORES
'92 Political Science
Attorney at Law Offices of Darwin Overson LLC

CECELIA H. FOXLEY
'64 English
Regents Professor at University of Utah

CATHERINE A. GOODMAN
'90 English
National Marketing Manager for Summit Financial Resources

ROBERT C. GROSS
'72 Political Science
Founder of Robert C. Gross Associates

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COLLEGE OF
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student GIVING CAMPAIGN

what is the value of a liberal arts degree?

COURTESY OF TYSON BYBEE

To read the winning essay and learn more about the Student Giving Campaign visit www.chass.usu.edu/student-giving-campaign

This question was posed to students in the college this fall by members of the CHaSS Student Council. Students were invited to respond with an essay describing how their degree will benefit them in the future. The top essayist received a $500 scholarship for the spring semester. Funding for the scholarship was raised over the course of two years by students for students because they knew scholarships make a real difference in the lives of their peers. The CHaSS Council launched the Student Giving Campaign in October to insure this funding exists in perpetuity.

"I am a big believer in starting a habit of giving while you are young," said CHaSS Senator Erika Norton. "Utah State has provided me with so many opportunities and I know a lot of other students feel the same way. The experiences that we have had here are priceless. The student giving campaign gives students the opportunity to give back, be a part of something greater than themselves, and help make a difference. Who doesn't want to do that?"